

Report of a Visit to Missouri State University

October 30-November 1, 1995

*for the Commission of Institutions of Higher Education
of the North Central Association of Colleges and Schools*

This is the report of a comprehensive evaluation for continued accreditation at the specialist degree-granting level that was conducted for the commission on Institutions of Higher Education on October 29 to November 1, 1995. This report is organized into four sections:

- Section I** - an introduction to the context of the comprehensive evaluation
- Section II** - an evaluation of Missouri State University against the General Institutional Requirements and the Criteria for Accreditation, including a summary of strengths and concerns
- Section III** - advice and suggestions to the University
- Section IV** - the formal recommendation to the Commission and the rationale for the recommendation

Evaluation Team

Section I - Introduction

Missouri State University began as the Springfield Normal School in 1894 and was authorized as the Missouri State Normal School, Fourth District by the Missouri legislature on March 17, 1905. The name of the institution was changed to Southwest Missouri State Teachers College and it was authorized to grant degrees in 1919. In 1945, the state authorized the name change to Southwest Missouri State College. In August 1972 the Regents approved the name change to Missouri State University. Graduate classes were first offered in 1955 in cooperation with the University of Missouri-Columbia. In 1967, Missouri State University established its own master of arts and master of science degree programs. In 1976, the University was authorized to offer the specialist degree in educational administration. Missouri State University was first accredited by the North Central Association in 1915. In March 1986, the institution was granted continued accreditation.

In conducting the current evaluation the nine team members consulted with the President, Vice President-Academic Affairs, Vice President-Administrative Services, Vice President-Finance, Vice President-Student Affairs, and Vice President-University Advancement, Deans, Directors, Department 1-leads, Affirmative Action Officer, members of the Board, staff, members of the Faculty Senate, and other faculty. Open meetings were held with students, faculty, and staff.

The Self Study report was well written and readable. The team found it to be sometimes descriptive rather than uniformly evaluative. The concerns listed in the Self-Study did not always flow out of the narrative, but the team found that they did reflect a very thoughtful and realistic self-assessment.

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Section II - Evaluation for Continued Affiliation

The General Institutional Requirements

Pages 14 to 20 of the Self Study Report contain a complete description of how Missouri State University meets the GIR's. Appropriate documents were made available to the team during the visit to confirm the statements on pages 14-20 of the Self Study. Team members also reviewed catalogs and the BID's prior to the visit. The team finds that Missouri State University meets the General Institutional Requirements.

The Criteria for Accreditation

Missouri State University's Self Study Report documents patterns of evidence to show that the University meets each of the five Criteria for Accreditation. The Report makes the case persuasively. After evaluation of the Report and conducting the visit, the members of the team were unanimous in their view that the University does meet the criteria.

What follows are observations, many evaluative and some critical, which are intended to reinforce the view that Southwest Missouri does meet the Criteria. They are intended to reinforce good practice, affirm good performance, and stimulate further analysis:

Criterion One - *The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.*

Criterion Two - *The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.*

Criterion Three - *The institution is accomplishing its educational and other purposes.*

Criterion Four - *The institution can continue to accomplish its purposes and strengthen its educational effectiveness.*

Criterion Five - *The institution demonstrates integrity in its practices and relationships.*

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Criterion One - *The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.*

Missouri State University has defined itself as a metropolitan university serving a unique combination of urban and rural environments. A statewide mission in public affairs was approved by the Missouri General Assembly in May 1995 and, on June 15, 1995, the Governor signed into law Senate Bill 340 authorizing the statewide mission. In addition to the statewide mission in public affairs, the academic development at the Springfield campus is guided by four additional themes:

- ▶ business and economic development
- ▶ health care
- ▶ the performing arts
- ▶ professional (teacher) education

The public affairs theme focuses on preparing students for a citizen career. It does not involve new academic programs. It is intended to be a pervasive emphasis across campus. As such, the institution brings speakers to the campus who can emphasize public affairs, encourages all disciplines to develop instruction to prepare students to become citizens, and is developing a General Education capstone course entitled "Public Affairs Issues for the 21st Century."

Faculty reported that the discussions regarding the revised mission and the statewide emphasis on public affairs and the four additional themes involved six faculty Senators on the University Planning Advisory Committee. There were faculty and administrators on committees for each of the live themes. Additionally, there were round-table discussions in each college regarding the mission and themes. Input was sought and incorporated into the final statements. Among some members of the faculty there is, none-the-less, uncertainty regarding the content of the University's recently established statewide mission in "Public Affairs." The prevailing sentiment, however, seems to be that the absence of a rigid definition of this theme is in fact a virtue, as it permits departments and units to develop their own basis for addressing that theme. In general, this new emphasis is viewed positively and as having solid potential for informing and articulating the institutional enterprise. The other four themes have particular emphasis within particular colleges, but they too are intended to cut across all academic programs. Persons across the campus seem to understand and support the metropolitan mission and the five themes.

Faculty in the College of Natural and Applied Sciences did express some concern that theirs is the only degree-granting college which does not have a theme which emphasizes their college. The mission as a metropolitan university with special emphasis on public affairs and the four additional themes are the major focus of the institution's five year plan, *Welcoming the 21st Century*. According to that five-year plan, the university does consider scientific research dealing with the environment and other issues to clearly hold important implications for public policy and public affairs. The university also views its faculty in the natural and applied sciences as important to its health care focus. The planning document, *Welcoming the 21st Century*, states that rigorous quality programs in the basic sciences are essential to support the health care theme.

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Criterion Two - *The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.*

The Board of Governors of Missouri State University, a ten-person board, with seven voting members and three non-voting members, was authorized by Senate Bill 340, Revised Statutes, Missouri to replace the existing seven-member Board of Regents of Missouri State University on August 28, 1995. The appointed members of the Board of Regents serving on August 28 became members of the Board of Governors and will serve until the expiration date of their terms. All members will continue to be appointed by the Governor with advice and consent of the Senate. Three of the ten members of the Board of Governors are selected from counties outside of the University's historic 24-county service region. Minutes of the Board meetings were reviewed and team members met with six of the members of the Board of Governors. The minutes and the meeting with Board members indicate that the Board members are well informed, committed individuals with rich connections and associations with Missouri State University. They understand and have participated in the process to develop the statewide mission as a metropolitan university with a special emphasis on public affairs. Likewise, they understand the process by which the institution has arrived at the decision to become a selective admissions institution and they support the move. They show support for the new General Education Program and indicate that they will monitor its implementation. The Board members understand their responsibilities to the university and they have the resolve to uphold those responsibilities.

Cautions on the part of Board members were evidenced in members' statements that the number of new initiatives is very large, and, while they are to be encouraged, realistic assessment of probabilities of success will be addressed by the Board. Further, there may be times when the Board will have to say "no" to specific initiatives based on a changing resource environment and legislative action.

The institution has recently undergone major restructuring into eight colleges with the five themes in mind: Arts and Letters, Business Administration, Education, Health and Human Services, Humanities and Public Affairs, Natural and Applied Sciences, Graduate, and University.

Interviews with the Board, the Administrative Council, and the President as well as the Self Study report and the administrative charts support the statement that the impetus for administrative structural changes emanated from presidential leadership.

Faculty report that they had adequate information regarding administrative structural changes occurring in the institution and that they were involved in the decision-making process. They reported that the discussions regarding the administrative structural changes involved the University Planning Advisory Committee. Additionally there were round-table discussions in each college regarding the changes in administrative structure.

The administrative restructuring has solved some problems of mismatches, placing programs and faculty together with those with common methodologies, concerns, and priorities. It has put all of general education into one place: University College.

The administrative reorganization and allocation of resources for the new University College is evidence of institutional support of student learning opportunities and effectiveness. The establishment of the University College has focused the general education activity and student academic support services. Student academic services are more visible, accessible and coordinated within the University College. Two student academic services with goals similar to programs in the University College or Student Life still remain in the College of Education. Those services include the support for students who enter the institution with low ACT reading scores or students who want to improve their study skills (Reading 107 is

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delivered by the Coordinator of the Reading and Study Skills Lab located within the Department of Curriculum and Instruction in the College of Education) and support for learning disabled students (the Learning Diagnostic Clinic in the Psychology Department in the College of Education provides these services). While referrals are made among these services, the programs are not coordinated with similar programs or well understood by some segments of the institutional community.

Under the new administrative structure, there are only two female senior administrators at the level of dean, director or vice president; those are the Dean of Library Services and Dean of the College of Humanities and Public Affairs. There are no minorities among the senior administrators. Only four of thirty-four academic department heads are female and two are minority. While there are several female or minority heads or directors of support departments, the university needs to make a stronger commitment to diversity in the administrative structure.

Student body diversity also remains a problem throughout the University. While the Office of Recruitment and Services has a plan and has made a laudable effort to increase the student body diversity, more aggressive plans are needed to promote the application, admission, enrollment, and retention of students of color.

The university has received strong financial support for the planning, construction and operation of new buildings. The Five-Year Plan indicates that the university has received nearly \$34 million for capital improvements during the last ten years, and new buildings have included Glass Hall for the College of Business Administration, the Juanita K. Lammons all for the Performing Arts, and added residence halls. A "Park and Ride" facility is near completion, and needs for classroom space will be addressed through construction of a Public Affairs Classroom Building and renovation of the Professional Building and third floor of Kings Street Annex. Other facilities renovated, purchased, or improved are identified in the Self Study. Additional support from private giving is anticipated in the future. The university reports that nearly \$4 million in ADA projects have been funded in the past two years.

The university's five-year capital plan is presented as part of the long-range plan, and includes the Springfield Campus Master Plan. The details of this plan are regularly updated through a participatory process in which the Master Planning Committee posts and distributes maps and pamphlets of the Springfield Campus Vision, with a questionnaire to solicit feedback. The university also participates in discussions with area legislators, student groups, community organizations and the adjoining neighborhoods. The plan identifies projects which are underway, programmed (2-5 years), planned (5-10 years), or proposed (10-25 years).

Both the Self Study and the Five-Year Plan identify concern with a backlog of maintenance and repair needs estimated at approximately \$29 million. Funding has been provided through the operating budget, and additional funds have been requested to provide an annual allocation of 3% of the physical plant value.

The university's FY1994 current funds revenues of \$130.2 million included 40% from state appropriations, down from 53% in FY84, and 30% from student fees, up from 23% in FY84. However, the university reports that the proportion of educational and general expenses supported by state appropriations has increased since FY 1994, in part due to allocations through CBHE performance funding initiatives. Student fees are projected to increase by 5% per year.

Planned enrollment declines have resulted in the loss of tuition revenues, but added state funds have been provided through CBHE financial incentives provided for the implementation of performance measures including the move to the selective admissions category.

Internal budget development processes are linked to planning, and this linkage is expected to be carried to the unit/department level by FY98. Budget requests flow from the Deans and Directors to the Vice Presidents to the Administrative Council. During 1994-95, members of the Faculty Senate Budget and Priorities Committee were invited to meet with the Administrative Council when budgets and salary increases were being discussed.

Budget allocations are provided in blocks to the vice presidents. The Academic Vice President allocates to the colleges, and the deans allocate to departments. At the deans' level and above, funds can be transferred among budget categories (personal services, equipment and plant, operations and other) and can be carried over from one fiscal year to the next.

Missouri State University has, in the planning document *Welcoming the 21st Century* and in the *Recruitment Plan* indicated that the institution is altering its enrollment mix to become a selective admissions institution with a greater emphasis on graduate education. The new selective admission standards, based upon a combination of class rank and ACT score, will be phased in over the next four years such that 90 percent of new freshmen will have ACT scores of at least 24 and class rank in the top two-thirds by 1999. This is projected to lead to an enrollment decline from an all-time high enrollment in fall 1992 of 19,766 and a fall 1995 enrollment of 16,439 to a fall 1998 enrollment of 14,950 on the Springfield campus. It is projected that graduate enrollment will rise from 9 percent of the enrollment to 14 percent by the year 2000.

Missouri does not fund higher education by enrollment formula and has, in fact, indicated that Missouri State University will be funded for selective admissions with "Funding for Performance," which goes into the institution's base budget.

As indicated above, a number of changes have occurred recently at Missouri State University including development of a focused mission and themes, administrative restructuring, and new Selective admissions standards. A new general education program has also been approved. Faculty indicate that they had opportunity for input and reaction to all of the changes prior to their approval by the President and the Board.

The Faculty Senate is viewed as the major mechanism through which faculty participate in governance of Missouri State University. Clear policies governing the rights and responsibilities of the Faculty Senate are spelled out in the *Faculty Handbook* (page 17), and members of the Executive Committee of the Senate believe that the system works well. There is an improved working relationship between the Faculty Senate and the University administration since the arrival of the current President. Faculty were quick to point out that this had not been the case with the former President, and they now believe that the Senate is regularly consulted by the administration on a wide range of issues and policies before decisions are reached. They also indicated that the University has good relations with the community. They expressed some concern regarding faculty evaluation, but indicated that the Faculty Roles and Rewards Committee is reviewing the evaluation process and they feel comfortable with the progress of this committee.

Governance in terms of involvement of the Academic Staff Advisory Council is dynamic as evidenced by both reports and interview comments about open lines of communication and a belief that their voices are heard. Staff have one major concern that with the advent of technology job descriptions and the performance evaluation processes need to be changed to reflect technological effects. While they appreciate tuition assistance, there was concern about the need for increased training and development in computer literacy, leadership development, and professional development.

Faculty salaries have increased at a slow rate and lag behind those of peer institutions and data published by the American Association of University Professors (see *Self-Study*, page 120). It should be emphasized that faculty met with on site did not indicate that faculty salaries were of great or pressing concern.

It was clear to the team that this is a faculty that is highly committed to the educational mission of the University and they place high value upon the teaching of students. Students were especially complimentary of the faculty in this regard and spoke of both the accessibility of faculty and their willingness to spend time with them outside of formal class meetings.

The 1985 NCA team was concerned about excessive in-breeding and it suggested the wider recruiting of faculty in order to create a greater mixture of talent. It also suggested promotion of excellence through significant and frequent recognition of faculty success in scholarship,

with the expectation that published lists of awards, accomplishments, honors and achievements will provide an incentive for the extension of research at Missouri State University. It stated that much greater support for faculty scholarship is needed in direct dollars, in released time and in support services including grant writing workshops and foundation liaison. These suggestions have been accepted and as a result research and scholarly activity appear to have increased substantially at Missouri State University during the 10 years since the above team visit.

The steps taken by the university include the expansion of faculty recruiting to a much wider geographic area and a wider array of graduate institutions. The 380 faculty hired since 1985 possessed demonstrated research skills, and received their degrees from universities in 43 states and several foreign countries. The number of faculty holding the doctorate has increased from 56.7 percent in 1985 to 70 percent in 1995. Steps were also taken to include research as an important expectation in the tenure and promotion process; and to establish the following faculty recognition and support programs (two programs were operating at the time of the 1985 NCA visit):

The university-wide Excellence in Research or Scholarship award (received by 39 faculty to date)

The Distinguished Scholars program, which requires evidence of exceptional research activity (10 faculty have been so designated to date)

The publication of the names of award recipients in community and university publications including annual catalogs

The publication of the Research Newsletter (monthly)

Faculty workshops developed by the Office of Sponsored Research

Funding for research and other contracts amounted to \$1.1 million in 1985 and surpassed \$9 million in 1995. Approximately 20% of the faculty now participate in some type of externally funded projects. The university disburses 22% of recovered indirect costs to the originating department, 22% to the originating college, 10% to Academic Affairs, and 10% to the Office of Sponsored Research. All of these reimbursements are placed in separate accounts and are used to promote research. When research centers originate research proposals, the university returns 100% of the indirect costs.

The university has made progress in providing faculty with more time to do research and has increased the released time granted to faculty for research activities.

The research expectations of Missouri State University should be evaluated in terms of Missouri State University being a non-doctoral institution. The research of Missouri State University faculty is conducted with the assistance of undergraduate and master's students only. With this in mind, the faculty have achieved considerable success over the last ten years. Research and scholarly activity is now an ongoing faculty role and is expected to continue playing a prominent role in the university's future. It was reported that, since 1985, Missouri State University faculty have published more than 2500 scholarly papers and 100 books, and given 920 exhibitions and performances. Faculty members have received fellowships from the NEFI, IREX, ACLS, and the Rockefeller Foundation. Many serve on review boards of journals in their respective fields.

In 1974 the Missouri General Assembly transferred responsibility for the State Fruit Experiment Station in Mountain Grove to Missouri State University. The station assists fruit growers statewide and provides faculty and students of the university with fruit research opportunities. This has now developed into the 190-acre Research Campus of Missouri State University in Mountain Grove.

The Fruit Station has the most comprehensive research and advisory (extension) education programs in the state dealing with fruit crops. It has its own specialized library: the Paul Evans

Library of Fruit Science. Results of research on production of grapes and wine are synthesized and disseminated through the grant -supported enology and viticulture advisory education programs. These are among the most prominent programs in the nation in viticulture and enology ranking after those at Cornell University and the University of California at Davis. Also notable are the research programs on blueberries, apples, and variety improvement through importation and biotechnology. Research is also carried out in plant pathology, plant physiology, tissue culture and entomology. External funding from grants and gifts has increased from \$15,500 in FY84 to \$291,104 in FY94.

Several potential cooperative activities exist between the Mountain Grove and Springfield campuses. These include: a market research program on Missouri wine to stimulate interest in this area by the Missouri Grape and Wine Development Program which provides funding for industry development; work with the Office of Sponsored Research in developing a liaison with potential federal granting agencies; and the opportunity for Continuing Education to develop programs on the research campus.

In addition to the Mountain Grove Research Campus, Missouri State University includes a 125-acre agriculture research and demonstration center in southwest Springfield. Missouri State University also has several research and service centers on the Springfield campus: the Center for Archaeological Research, The Missouri State University/Southwestern Bell Literacy Center, the Center for Business and Economic Development, the Small Business Development Center, the Economic Research Center, the Center for Outstanding Schools, the Center for Ozarks Studies, the Center for Scientific Research, the Center for Social Research, the Center for Industrial Productivity, the Center for Gerontological Studies, the Center for Assessment and Instruction, and the Center for Resource Planning and Management.

One of the principles of the President of Missouri State University in guiding the 1994 reorganization was to bring the elements of information technology and distance learning into a coordinated unit. In his State of the University speech on January 7, 1994, the President described plans to increase the effectiveness of faculty and staff by providing access to distance learning and computer technology. All Missouri State University faculty would have electronic access to the university network and services such as Internet, Gopher, and e-mail.

An Associate Vice President for Information Services was hired in November 1994. Her office handles coordination of all university computing as well as other information services. A University Information Technology Advisory Board was established to formulate goals and to guide information technology strategic investment decisions.

In 1994, the Plan for Information Management, a strategic information technology plan, was prepared and implementation of the identified goals began.

A variety of computerized searches through catalogs, indices, databases, documents and Internet resources are available.

The Missouri State University libraries' online public access catalog (ATLAS) was implemented in January 1987 and includes most (95%) of the Springfield campus holdings, with Mountain Grove and West Plains still to be included. ATLAS is published in the Minnesota Gopher and is therefore accessible world-wide.

Current computer resources are claimed to be far superior to those available in 1985. The mainframe was upgraded from an IBM.4341 to an ES-9000 computing system which allows for both more processing power and access by more users. Recent changes in platform technology have resulted in three times the processing capability in the academic side of computing, specifically in lab facilities and the Internet, the use of which has "literally opened the world for Missouri State University faculty staff and students".

In the instructional area, one of the basic required courses in the new general education program is "Computers for Learning" which covers word processing, spreadsheets and accessing information. Computer assisted instruction (CAT) is currently being tested for use in

various disciplines as part of the Media-Based Instruction Program established in 1990 to provide distance learning opportunities to the community through credit and noncredit offerings. The delivery system includes a satellite downlink, cable access channels and distance learning classroom facilities. More than 2900 students have enrolled in telecourses since the inception of the program.

The Computer Services Department of the university is responsible for meeting both administrative and academic computer needs. It had 33 staff members in 1994. Significant increases in computer facilities, including the development of a networking infrastructure that is currently in place, have made computer resources more available to a greater number of students. The three campuses are linked electronically through the computer network. Attempts have been made to provide an adequate number of computer laboratories and to provide ongoing maintenance and assistance in a timely manner. Most faculty have been provided with personal computers in their offices, but that is not uniformly true. Faculty in some departments (music, art) only have access to a small number of centrally located computers. During FY95 alone, 174 computers and 33 printers were purchased for faculty use.

The university has more than 40 file servers including one in every academic computer lab. Computer facilities are located in several residence halls some of which have computers in individual rooms. The networking structure includes eight RISC 6000 Unix-based systems, and has dial-in capability supporting SLIP connections and terminal emulation so that faculty and students with computers and modems can access the computer resources from their homes.

Computer facilities for students now include computerized transfer evaluation files which improve the continuity, efficiency and accuracy of the transfer evaluation process; use of the Internet for receipt of applications; a computer assisted student advising system (CASA); a computerized degree audit system; and EASI (Easy Access to Student Information) self-service terminals allowing students to verify the current information on file (address, grades, registration).

An example of the use of computer facilities at Missouri State University to enhance student learning capabilities is the computer laboratory of the Mathematics Development Center which provides, free of charge, student access to tutorial software and videotapes in the area of developmental algebra and college algebra.

A recent survey of faculty regarding computer access (done by the Office of Academic Affairs) has determined that 78% of the faculty had computers, 45% were currently on a network (such as ISN), and 21% needed an upgrade. The state legislature approved in July 1994 a one-time allocation for campus networking; completion of a fiber optic backbone; and on-campus computing upgrades including new personal computers, file servers and software.

The Missouri State University Gopher provides a pointer to the Minnesota Gopher. The libraries have computerized access to a 3.5 million item database (in addition to the OCLC) through the Center for Research Libraries. The university is a participant in MOREnet (the Missouri Research and Education network.) The Internet provides connections to other university and research facility computers around the globe including access to on-line catalogs.

While enrollments are declining due to decreased demographic representation of high school graduates and due to an increase in admission standards, those undergraduate declines are part of the long-range plan and there are sufficient students to operate the programs observed. Classrooms were filled with activity, equipment and resources were being used, and faculty were busily engaged with students during the visitation.

The College of Business offers the largest business program in Missouri. The college has had significant enrollment declines from a high of about 4100 students in 1992 to approximately 2800 today. Simultaneously, the number of faculty has declined from a high of over 120 to 98 full-time and 16 part-time faculty today. The dean and chairs of business all agree that they

had more students than could be adequately handled when they had 4100. The enrollment today could grow slightly. They certainly do not want to downsize further.

The personnel in the College of Education and University College were qualified for their positions, and have appropriate experience in their professional areas. They spoke about the institution with pride, were enthusiastic about the recent activities to move the institution forward, and were student-oriented (e.g., a few faculty volunteer some summer hours to meet student needs in a position that is not funded during the summer sessions).

The level of terminal degrees and experience of the College of Education faculty are appropriate for a comprehensive University. Many of the faculty hold office in local, state, regional and national teacher preparation organizations and are active professionally.

In general, the enrollments in the College of Education program have remained stable. Exceptions are the result of a major that was discontinued due to a program revision and of lower first-year student enrollments in a department with a general education course.

There are plans to greatly expand the number of graduate degree offerings in the College of Health and Human Services during the next four years: the M.S. in Nursing Anesthesia degree and M.S.W. in Social Work degree in Fall 1996; the M.S. in Health and Wellness degree in Fall 1997; and a joint Ph.D. in Communication Sciences and Disorders and M.S. degrees in Physical Therapy, Occupational Therapy, and Cell and Molecular Biology in Fall 1998. (See "Welcoming the 21st Century," page 37.) Such expanded degree offerings will require careful planning and resource allocation in order to ensure that educational quality is maintained because the results to date have been mixed. For example, the new M.S. in Nursing initiated in Fall 1995 was begun with a minimal increase in faculty in contrast to the new Master of Social Work degree which will have a net faculty increase of seven new faculty positions when students enroll in the Fall 1996. It should be pointed out that a new Head of Nursing was hired effective Fall 1995 and this person brings rich experience as an educator and as a builder of educational programs to the position.

The Missouri State University library system consists of a main library (the Meyer), a Music Library, a Laboratory School Library, and a sizable storage facility located in downtown Springfield. During the course of the site visit, the status of the Libraries were discussed with the Dean and Associate Dean of Library Services, faculty, and students. The Meyer Library was toured independently by a member of the team.

The library situation at Missouri State University is a mixture of strengths and weaknesses. Its major strengths are as follows:

1. a highly competent and dedicated library faculty and staff;
2. a strong collection that appears adequate for academic programs offered and supportive of the research and knowledge development activities of the faculty;
3. financial support from Central University Administration in recent years such that the materials budget has remained at least constant, thus allowing collection development activities not to be reduced and no discontinuation in serial titles; and
4. a state-of-the-art automatic technology library system (NOTIS, CD-ROMs, and other electronic access and retrieval capacity) that well meets the needs of patrons of the library and which also facilitates the day-to-day work of the library faculty and staff.

Major weaknesses are as follows:

1. grossly inadequate physical facilities which interfere with patrons making maximum use of the collection and which restrict the faculty and staff in carrying out its work in the most expeditious manner; and
2. pronounced understaffing of both library faculty and staff.

There is no external accreditation of university library systems but the October 1995 Program Review Report does compare the Missouri State University library system to the 1995 edition Standards of the Association of College and Research Libraries.

In brief, Missouri State University would be rated as follows in four crucial areas

("A" is the highest ratings):

- a. Collection - "A" level (90-100% in collections). This is based upon adequacy for undergraduate programs. Substantial increases may be necessary to support the new graduate programs planned.
- b. Staff - "D" level (75-90%) in staffing.

	<i>Required</i>	<i>Missouri State University Libraries</i>
Libraries	35	19.5
Support Staff	65	29.5
Total	100	49.0

Thus Missouri State University Libraries were 51% less than the standard;

- c. Facilities - "D" level.

	<i>Required</i>	<i>Missouri State University Libraries</i>
211,056 square feet		118,633

- d. Budget - "C" level. The "C" level standard for library budgets is 4.2% of educational and general expenditures.

<i>Required</i>	<i>Missouri State University Libraries</i>
\$3,792,767.00	\$3,566,239.00

Four and two-tenths percent would still be short of the recommended standard of 6%.

The greatest progress is in the process of being made in facilities improvement. The University Administration has approved the building of a \$15 million expansion of the Meyer Library, and basic planning has begun with planners and architects. In fact, the Dean of Library Services has been working closely with the new Associate Vice President for Information Technology and they have visited several universities with new state-of-the-art libraries. The major issue is funding but preliminary contacts have been made with foundations which have a special interest in university libraries.

The Music Library, like the main library, lacks space. While additional space is a critical need, programmatic needs require the music library to be within the School of Music. Plans for expansion to accommodate the Music Library are underway.

The facilities for the various educational programs of the College of Health and Human Services vary somewhat. Most programs are located in the Professional Building, a four story building. When the University acquired the Professional Building, substantial renovations were made to the first and fourth floor but not the second and third floors. At the time of the site visit, programs on the second and third floors were in the process of being temporarily

relocated to other quarters so that renovations could begin. The Dean shared the new design plans for the renovations which indicated that the renovations were major and would not only substantially improve faculty and staff space, but also expand laboratory facilities for the Departments of Biomedical Sciences, Nursing, Communication Science and Disorders, and Social Work. A new computer laboratory was being installed at the time of the visit. The Department of Consumer and Family Studies and the Department of Health, Physical Education, and Recreation, located elsewhere on the campus, have adequate facilities.

Glass Hall which houses the College of Business is a modern, well-equipped facility with a variety of sizes and configurations of classrooms. All faculty in the College of Business have computers and most have new Pentiums. Labs are equipped with 486's and Pentiums.

The physical plant for the College of Education is not an asset to the teaching and learning function. Current barriers include needed remodeling in some areas of the main building, Hill Hall; the lack of proximity of two of the departments to the main building which houses the remaining departments and the College administrative offices; and temporary one-year locations for two departments for both their offices and classrooms (different sites). The permanent location is at a site yet to be determined. The University reported that the intention was to permanently locate the two departments in or adjacent to the main building, to remodel additional rooms in Hill Hall, and to continue work for compliance with the Americans with Disabilities Act by next summer; no major renovation of the building is planned. Personnel in the Learning Diagnostic Clinic are members of the faculty of the department but the clinic is semi-autonomous with a separate budget and is located in another building.

The University College which includes Academic Advising is located in a newly renovated building, University College Hall. The facilities are attractive and comfortable and are equipped with appropriate technology.

The College of Arts and Letters is generally well served with respect to equipment and facilities. There is a need and desire for computer lab facilities at the department level, but the sense seems to be that this is coming, albeit belatedly. Office space problems will be resolved by reutilization of space created by the construction of the new public affairs building.

Facilities and equipment in the College of Humanities and Public Affairs are good. There is need and desire for computer lab facilities at the department level. Problems with office space should be resolved with the planned construction of the Public Affairs Classroom building.

Establishment of a gallery in the Department of Art has enhanced the ability to have events and displays of notable work by faculty, students, and visiting artists.

Recent equipment upgrading in Music of Macintosh computers with Midi interfaces and keyboards is allowing one room to service classes throughout the instructional hours in the day and to function as an open laboratory in the evening hours. The lab is also becoming the center of attention from a variety of university, community, and professional constituents. On the other hand, older design equipment in Art and Design is obsolete and in need of replacement.

The College of Education provides students with opportunities to learn appropriate computer technology. The College has two computer MAC labs; an additional DOS-based lab will be added later this year. The faculty development laboratory in the College of Education will enhance faculty technology skills. Faculty who request computers have been provided computers for their office; some reported that their computers were outdated. The offices are connected to fiber optic network for access to Internet. Funds are provided to the departments for resources such as professional books and sample curriculum textbooks, laser discs, CD Roms, computer programs, videotapes, and classroom kits. Teacher education students are provided with curriculum materials in the University library.

In general, faculty reported that their programs received good support from the library, computer center, Continuing education and the audiovisual center.

The Lab School provides a valuable asset to teacher education program in the College of Education. The school has recently come under new leadership and an innovative, ambitious five-year plan has been developed that will add significantly to the teaching and learning function within several Colleges of the University.

The student support services are organized in a coherent and cohesive structure within the Division of Student Affairs which is an integral part of the University's organizational structure. The staff is well qualified and Competent to accomplish their tasks. There are some areas such as the International Programs that are understaffed for the growing client group served. The Financial Aid Office, while well staffed, is physically fragmented which causes students some level of disorientation. The institution is commended for addressing the space needs of both the Multi-Cultural and International Programs and for developing a Multi-Cultural Resource Center. As the Wellness Program expands its mission to address one of the themes that is driving the institution, it will be necessary to review the staffing patterns.

In addition to the support student services provided by Student Life, the University has the following services for students: 1) Learning Diagnostic Clinic which furnishes educational support to learning disabled student and to students with similar academic difficulties from other disabilities, e.g., attention deficit disorder, 2) Reading and Study Skills Lab which provides services including a course, Reading 107, which provides assistance to students in studying more effectively, 3) Continuous Orientation which contributes to the student's success in the university through improvement in study skills and time management, and selection of major, 4) Academic Advisement Center for those who have not yet declared their major, 5) Mathematics Development Center for assistance with algebra classes, 6) Adult Student Services for nontraditional students, and 7) the Writing Center.

Criterion Three - *The institution is accomplishing its educational and other purposes.*

In Spring 1995, Missouri State University faculty, administration, and Board approved a new General Education program to be implemented in fall 1997. The current general education program includes basic skills as well as exposure to distribution requirements in American Studies, humanities, natural sciences, and social sciences.

All baccalaureate programs require the completion of the university's general education program; however, when the new general education program proposal went before the Faculty Senate on Tuesday, January 31, 1995, the chair of the General Education Reform Committee introduced the proposal by saying that "there had been no substantial changes to the general education program since 1983-84." A series of eleven meetings of the Faculty Senate over a two-month period were devoted to a serious, deliberative discussion of a major revision in that program. As a result of those discussions, a new proposal was forthcoming. The proposal has enthusiastic support throughout the university.

Under the current general education requirement, it would be possible for a student to move through the program without encountering exposure to and discussion of diverse values, lifestyles, gender, sexual preferences, and ethnic cultures. The students are not provided with "a common foundation of knowledge and understanding of ... multicultural environments" as stated in the University Mission found in the 1995-96 catalogs. The institution offers several multicultural courses, but students have not responded and few take advantage of the offerings. For example, few students have taken the history, geography, English, religion, sociology and anthropology courses included in the African-American Studies programs. Three of the courses were approved in 1994 but have not been offered. The enrollments in the remaining courses which were last offered between 1989 and 1995 ranged from six to 35.

Reflection on this point as the new general education requirement is being implemented could lead to a stronger program, of particular benefit to education majors who should be prepared to work in multicultural environments containing people of diverse views, ideas, and heritages.

The Vice President for Academic Affairs has provided \$100,000 to aid in the development of new General Education courses and in the training of faculty to teach these new General Education courses. A process for faculty to apply for support from these funds has been published.

Graduate programs emanate from and have a clear relationship to the mission of the university as defined in the Long Range Plan. Interviews with the Graduate Dean and careful review of the Graduate College Report evidence a firm commitment to Graduate Studies, a plan to expand rapidly both in numbers of programs offered and numbers of students served. Graduate enrollment has gone up 5% a year since 1988 and the plan is to have 2300 graduate students by the year 2000. Four of the new graduate programs planned are in health related areas which are expensive to equip and difficult to staff. In addition, a Materials Science Program in Physics will require increased financial support and staffing. Programs in Health Care Administration, Plant Science, and a Master's of Natural Sciences for Teachers are mission related and in a defined area of need; however, specific financial support will be needed. Plans are already in progress to obtain \$9 million (\$3 million each of three years) to create the new graduate programs. This funding will be critical to the viability and success of these programs.

Courses of study in graduate academic programs appear to be clearly defined and rigorous as evidenced by the Graduate College Report and the process whereby graduate curriculum gains approval through the Graduate Council. There are approximately 650 faculty and 450 have moved through a Graduate Council peer screening process to earn the status of graduate faculty. Criteria are: terminal degree and evidence of scholarship.

Some faculty expressed concern that: 1) focus on graduate programs would take away from

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undergraduate programs; 2) while special request funding is anticipated for the 11 new programs, staffing the programs will prove difficult; and 3) it takes time to develop maturing in and about graduate programs. Rapid proliferation will challenge the maturity process.

The Office of Continuing Education works in collaboration with academic departments to provide or coordinate a range of programs in Springfield and surrounding areas. Evening College courses enroll over 9,000 students per year, of which about 2,500 each semester are classified as evening students. These students must fulfill the same requirements as day students, but many are adults, and the Adult Student Services component of the Evening College provides student services for students who do not have easy access to daytime office hours.

Evening College courses, Intersession Programs, and Off-Campus Credit Courses are coordinated by the Office of Continuing Education but offered by the academic departments, using primarily "regular" faculty. In some instances 'per-course" faculty are selected by the departments, either to replace regular faculty in an on-campus course, or to teach an Off-Campus course. Off-Campus courses are offered at Joplin, the only location at which a complete degree program is available, West Plains, and, to a more limited extent, Nevada, Lebanon, Branson, and Mountain Grove.

Distance Education plans and implementation are evolving through Media-Based Instructional Programs. Distance learning classrooms began operating in Springfield and West Plains in Spring 1995; additional sites for interactive telecommunications to serve the University's 24-county service area more effectively have been tentatively identified as Joplin, Nevada, Mountain Grove, Lebanon and Houston. The Distance Learning classrooms are designed to be instructor operated, and faculty development programs may be needed to assist faculty members in making optimum use of the technology.

Noncredit Programs include a number of conferences and professional development programs and are supportive of the University's theme areas, particularly Public Affairs, Business and Economic Development, and Health Care. A Continuing Education Center in downtown Springfield provides office and classroom space for noncredit programs and conferences.

The university's assessment program is broadly defined, encompassing assessment for placement, assessment in academic majors, assessment for admission to specific programs, and ongoing program evaluation. Assessment measures include standardized examinations, locally-developed evaluations, performance assessment, interviews, surveys, employment visits, professional certification, advisory committees, and evaluation by outside consultants. As a result of CBHE funding incentives based on the number of students who complete standardized examinations, and the number who score above the 50th percentile, standardized tests are the most frequently used methods. Departments could be encouraged in the use of multiple measures in order to provide a wider range of assessment results, and to be able to develop measures which relate more specifically to the goal and objectives of their programs.

Missouri State University has an assessment system that appears to be well-supported by all stakeholders and affected constituencies. An on-going university-wide assessment plan, a newly established Center for Assessment and Instructional Support, a Center newsletter, and an active and widely representative assessment council all suggest that the institution is successfully implementing its plan. All academic programs have plans and faculty have been discussing and implementing those plans. While some programs are embryonic, others have achieved a sense of maturity.

Ownership of administrative responsibilities for the assessment of academic majors was perceived to be somewhat lacking. As reported by chairs, deans, and the VPAA, the approval of academic program assessment plans would ultimately now go to the VPAA as the "enforcement officer." Over the next few years it will be important to continue to review, prune, and replant where necessary to cultivate continuous improvement of Missouri State University's assessment system. In doing so, faculty, chairs, and deans should be expected to carefully review and assure that the best indicators of assessment are being used based upon program objectives. In the meantime the Director of Assessment fulfills the role of reviewing

plans and asking for "clarification" when plans are wanting. That office can probe and chide if necessary, but the responsibility should remain an academic one tied closely to each discipline.

The emphasis and reward system of the Coordinating Board of Higher Education in Missouri has placed undue emphasis on the use of standardized tests. While that emphasis has its place, it brings with it the limitation of creating an assessment system that may not be based on the objectives of the programs for which the measure is used. In general, most academic programs should use multiple measures as indicators of program success and student achievement.

The assessment procedure of graduate students includes assessing competencies for research through a creative component.

All of the academic programs in the College of Arts and Letters have identified indicators of student academic achievement and most have multiple measures. These include but are by no means limited to portfolio reviews in theatre, technology, and art & design; recital juries in music; an assessment course in foreign languages; pre-post videotaped public speeches with comparison content analysis in speech; portfolio reviews in English; senior projects in art, as well as the usual surveys and major field achievement tests. These academic units are also making an effort to assess programs, not merely individual proficiency testing of students. Examples were also given of assessment results being used to make program alterations in the College of Arts and Letters. For instance, the system of performance levels for applied music was reevaluated after examining student performance levels after a survey and juried performances.

All departments in the College of Education have filed assessment plans. Some of the plans are well developed, i.e., include specific student outcomes based on the program knowledge base, and employ some combination of various multi-method and multi-source information (e.g., portfolios, reflective journals, pre-post tests, surveys of student satisfaction, survey of employer satisfaction, in-task assessment, comprehensive examinations, graduate follow-up surveys, outside examiners, and existing data (success rates in Assessment Center, placement rates). Some department assessment plans, however, are not coherent or comprehensive and seem to merely report the gathering of standardized data from various entrance and certification tests that are required for other purposes; these data may or may not be useful to the student, or to the department or institution for planning and improvement purposes.

Programs in the College of Health and Human Services have good to excellent assessment procedures in place, not surprising in the view of the number of programs that require external accreditation by their relevant professional bodies. For example, programs meet the accreditation requirements of organizations such as the American Dietetic Association, the National Accrediting Agency for Clinical Laboratory Sciences, the Council on Education for the Deaf, the American Speech-Language-Hearing Association, the National League for Nursing, the Council on Social Work Education, and so forth. Many of the educational programs without external accrediting bodies have to meet state certification requirements. All of these organizations have mandatory assessment standards that approved programs must meet.

Assessment in the College of Business consists primarily of the Major Field Achievement Test. The data from this test are available and are analyzed and discussed. To date, no changes have occurred based upon the assessment results. Several of the department chairs in business indicated the need to develop multiple measures to have useful measures of program achievement, but they indicated little progress in developing measures other than the Major Field Achievement Test.

The College of Humanities and Public Affairs has not seriously addressed the matter of effective program assessment. Thinking on this is entirely confined to the concept of exit testing. Other methods do not appear to be under discussion with the notable exception of Military Science, which does have its own fully articulated process of assessment.

Instruction in the College of Natural and Applied Sciences appears to be systematically

evaluated by the students using a college wide system of forms.

The faculty at Mountain Grove assist graduate students in their thesis research but the research campus does not offer courses for academic credit. However, plans call for the faculty of the departments of fruit science, biology and chemistry to develop and offer cooperative courses and programs at the Mountain Grove campus. The director of the campus is also the chairperson of the department of fruit science.

Contributing to the Fruit Experiment Station's success is the interdisciplinary approach of the research programs with the common goal to serve the public through the economic development of the fruit industry. Again, the station does not offer courses for academic credit but there is a good opportunity to integrate the research with the formal education process through the Department of Fruit Science which is the academic unit of the campus.

The College of Education has a highly respected and popular beginning teacher program for beginning teachers which attracts non-Missouri State University graduates as well as Missouri State University beginning teachers.

Education faculty service includes a high level of activity in the community through school systems as well as delivery of courses off-site. Several of the departments offer customized courses on-site in school districts to meet the demands of teacher certification and professional development. In Spring 1995, one department in the COE generated over 50% of the off-campus student credit hours.

Services provided to the community by the Learning Diagnostic Clinic include testing, evaluation and diagnostic service for public and private schools and agencies, and advice regarding the Rehabilitation Act of 1973 and the American's with Disabilities Act of 1990.

Baccalaureate degrees in the College of Arts and Letters are traditional and most of the majors offered within those degrees are well established and conform to higher education standards. Faculty expectations are high and specific requirements are stated in the Undergraduate Catalog.

Receiving the Missouri Fine Arts Academy was a coup for the university. This funding reflects statewide recognition consistent with one of the thrusts of the new mission statement, and is a source of pride for all those who had the inspiration, wrote the proposal, and acquired the program. It is an outward symbol of the commitment of the university to the arts and it indicates statewide confidence in Missouri State University, its College of Arts and Letters, and the Department of Music.

Programs in the College of Business are accredited by AACSB. The CIS program recently received the Outstanding Data Processing Award.

The institution, since the last self study, has made significant progress in providing students with a broad array of support services that complements the academic mission of Missouri State University. The present administration is to be commended for developing a climate that is student centered. For the most part, the support services are housed in the Division of Student Affairs which is organized around five functional areas; enrollment management, student life and development, student academic support services, student auxiliary services, and health and wellness. The stated mission of the Division is as follows: "The mission of the Division of Student Affairs at Missouri State University is to support the University in its efforts to meet the needs of the people of the State. The divisional mission will support the mission (which is to develop educated people) by providing essential student services, enriching the co-curricular opportunities available to students, and helping students develop a refined sense of values, integrity, and social awareness needed for future leadership roles..."

The Admissions Office functions effectively in concert with the Enrollment Management team. The Office is adequately staffed and has the appropriate resources to accomplish its goals. Special efforts need to be made to engage faculty in both recruitment and retention of students.

The Registrar's office that is the keeper of all transcripts has in place the appropriate

measures to protect and preserve the integrity of student transcripts. A welcomed computerized degree audit system was implemented University wide during the 1991-92 academic year and has proven to be a valuable asset.

The institution provides for a safe and secure environment. Students feel comfortable to walk across campus alone and at various hours. Police service is contracted with the City of Springfield. An efficient campus shuttle and an escort service provide added benefits.

The Taylor Health Center is a comprehensive health center for students, faculty and staff. The center provides for a highly valued and recognized Women's Clinic. The center's medical care mission is complemented by a strong Wellness Program that utilizes many of the campus constituents to offer a broad array of preventative activities. The University is encouraged to address the space needs of this facility.

The Intercollegiate Athletic Program's mission is grounded in a student-athlete philosophy. The emphasis on academic progress and the welfare of the student-athlete supersedes a "win at any cost" mentality. This is reflected in an impressive graduation rate which is above that of the general student body. There is a perception on campus by students and some faculty that athletics is a higher priority than academics. Many have cited the discussion of the expansion of the Hammon Student Center over needed improvements in the Library as an example. The institution recognizes that it is deficient in the area of gender/equity and is developing a plan to be in compliance by the year 2000. The University over the, past five years has had a very good track record of complying with National Collegiate Athletic Association (NCAA) rules, regulations and procedures.

In recent years the University has recognized the value and the necessity of not only recruiting minority students but also of retaining them. In an effort to accomplish this goal the Office of Minority Recruitment and Services was developed and 'staffed with the appropriate resources. This laudable effort has been rewarded not only for increasing the minority population but also for retaining them at a slightly higher rate than the general student population. A dedicated and committed staff is to be commended for their efforts. There is, however, a lack of minority faculty and staff to not only be positive role models but also to assist and complement the work of the staff in the Office of Minority Recruitment and Services.

In the past six years, the institution has seen a significant growth in its international student population from well under 100 to over 350 students, mostly from Southeast Asia. The Office of International Student Services not only supports students on campus but also is responsible for recruitment efforts which have proven to be effective. The University is encouraged to review the staffing pattern of this area in light of the significant growth and the nature of this student population's social, educational and cultural needs. Like the Office of Minority Student Recruitment and Services, the staff is committed, dedicated and valued for their efforts.

Within the past year, the University developed a fully staffed office to provide assistance and support for students with disabilities. The matter of duplicity of services between the Learning Diagnostic Clinic and the Disability Program needs to be addressed so that students are not confused and left unsure where to go for assistance. The office has effectively sensitized faculty for the need to accommodate students with disabilities in the classroom.

The University maintains a centralized career advising/counseling and placement office which also includes a highly respected cooperative education program. The Office utilizes up-to-date technology; however, it has difficulty tracking its placement rates (best estimate is approximately 33%) because of poor returns of its surveys to recent graduates. Despite a well staffed office, the 1994 Alumni survey suggests a level of dissatisfaction with the services from this area.

A 1988 general student survey and a 1994 alumni survey give the institution high marks for a positive overall educational experience. The alumni felt strongly that they would return to the University if they had to choose over again and they also would highly recommend the institution to others. The same level of enthusiasm was expressed by those students who met with the site team. It is strongly suggested that a comprehensive survey, similar to the one

administered in 1988 be repeated.

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Criterion Four - *The institution can continue to accomplish its purposes and strengthen its educational effectiveness.*

The university's planning document, "Welcoming the 21st Century: A Long-Range Vision and Five-Year Plan (1995-2000)" is a well-conceived, well-written long-range plan. It was approved by the Board of Regents in November 1994, is based upon the abridged mission statement, incorporates the definition of the university as a metropolitan university with the single purpose of developing educated persons, and is guided by the five themes of business and economic development, health care, the performing arts, professional education, and a statewide mission in public affairs.

Elements of the plan originated with the University Planning and Advisory Committee, including the six-member Budget and Priorities Committee of the Faculty Senate. Although the Administrative Council is the major planning unit, the plan was discussed extensively within the university, with Roundtable discussions and other opportunities for input. Discussions were also held with the Board of Regents and the CBHE. The plan appears to be well-accepted by faculty and staff, and several noted the importance of its development.

The long-range plan includes sections on Academic Programs, Enrollment Management, Facilities and Support Services (Capital Plan), Information Technology, Funding, and the Measurement of Progress. Annual progress reports, the first of which was to be released in November, 1995, will provide accountability by reporting on the thirty performance measures of the long-range plan, and should allow for annual updates and planning. The university is also working to develop the data base for a more extensive set of annual program outcome measures to provide a basis for progress monitoring and continuous improvement.

It is intended that division (vice-presidential level) plans in support of the university plan be developed by December 1995, and that college, department and unit plans in support of the division plans be developed by December 1996. Plans at each level are to include a mission statement, a description of how the plan supports the plan at the next highest level, a formulation of measurable objectives, appropriate performance measures, and, importantly, a budget request built on the plan. It will be desirable that the unit plans also be updated and reported annually, and that representatives of all constituencies be involved in these ongoing planning activities.

The university's plans, including expected enrollment declines at the undergraduate level and the addition of a number of new programs at the graduate level, are ambitious. Their implementation will require careful financial management, and the institution appears to have appropriate structures and processes to accomplish this, as well as to respond effectively to internal and external challenges.

The university's assessment plan, accepted by an NCA Assessment Plan Review Panel in November, 1994, summarized the history and objectives of the assessment plan and the Center for Assessment and Instructional Support. The Academic Program Review Self-Study Report prepared by the Center for Assessment and Instructional Support in October, 1995 updates the goals for the Center for the next five years. These encompass a number of university-wide assessment activities, including surveys of alumni, students, faculty and employers, the analysis of placement data, and assistance to faculty in several aspects of the development and implementation of assessment plans.

Colleges, departments and programs are expected to submit plans and annual reports which include a statement of purpose, the designation of appropriate assessment methods, the results of the assessments, and evidence of the use of the results to improve student learning. Assessments are to document mastery of knowledge, competence in performance or the practical application of skills, and perceptions of the value of education provided by the university.

While all departments have submitted plans, they vary greatly in their thoroughness and

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adherence to these expectations. The university has recognized the need for faculty development in the documentation of program goals and objectives and the relationship of assessment to these goals and objectives. The annual reports should also be much more explicit in documenting the improvements made in curricula and instructional programs as a result of analysis of the assessment results.

The Assessment Plan Review Panel questioned the provision for appropriate administration of the assessment program. The assessment program is based on a combination of departmental, college, and university assessments, and is administered by the Director of the Center for Assessment and Instructional Support, in consultation with an advisory committee, the Assessment Council, composed of faculty members representing each of the colleges, representatives of the administration and specific offices, and students. The Center is administered within the Office of Academic Affairs, and the Director reports to the Associate Vice President for Academic Affairs.

Both the Assessment Council and the Director of the Center provide assistance and support to the colleges and departments in the development and implementation of assessment plans. It is not indicated that they will provide feedback on the quality of the plans or their implementation, and the provisions for evaluation of the assessment program are not clear. While the establishment of the Council and the Center are strengths of the program, the process for evaluation and improvement of the assessment program should be clarified.

Assessment was linked to Academic Program Review through the requirement that 1995 program review self study documents specify the objectives of each program and the methods by which each objective would be assessed. This linkage should be maintained in future program review activities, and strengthened by requiring a report of the results of the assessments and their use in program improvement. Assessment should be viewed as an integral part of the ongoing processes of program review, planning, and budgeting.

Support for planning and other institutional decision-making is provided by the Office of Institutional Research, which annually prepares a Fact Book, Departmental Profiles, peer comparisons of salaries and other data. The Office appears to be providing effective leadership in responding to standard state and federal reporting requirements and surveys, preparing enrollment projections, retention and graduation rate reports, and providing the longitudinal data necessary for program review and budgeting.

Funding requests at Missouri State University are closely linked to planning, as demonstrated in the university's Three-Year Plan, FY97-99, prepared for the CBHE. This Plan calls for a total of \$12 million to support the academic infrastructure and new programs. A request for \$9 million has been made for state appropriations. The additional \$3 million would be generated through increases in student fees, internal reallocation (\$500,000 per year) and externally generated support.

The integration of the five themes set forth in the university's long range plan, *Welcoming the 21st Century*, is expected by the university to encourage its faculty to extend: their research abilities through interdisciplinary research and cross-fertilization of ideas.

The university realizes that there must be substantial increases in faculty development and states that a formal faculty development plan should be established to provide faculty with the ability to improve student learning. The FY96 budget includes modest funding increases for faculty development but budgets for subsequent years promise more.

At present, the Missouri State University research campus does not offer courses for academic credit. Plans call for the faculty of the departments of agriculture, biology, chemistry, and fruit science to develop and offer cooperative courses and programs at the Mountain Grove Campus. A proposed interdisciplinary plant science master's degree will more closely integrate faculty at the research campus with the educational functions of the academic departments on the main campus.

The university does not have a regularly scheduled process of internal academic program review. It was reported that the five year reviews required by the CBHE provide only standard data and summaries. During the summer of 1995, the Faculty Senate initiated a program

review process in which each department was asked to prepare a document describing the relationship of the program to institutional priorities, program quality, the major constituencies served by the program, program strengths and weaknesses, the cost effectiveness of the program, and the departmental long-range plan. The program review documents will be reviewed by a Faculty Senate committee and by the Deans. Recommendations to the Vice President for Academic Affairs will be considered in the resource allocation decisions. Consideration is being given to repeating these reviews on a four or five year cycle.

Linkages among academic programs, assessment procedures, planning processes, budgeting, and institutional prioritization are not altogether clear. In some cases administrative responsibility is unclear. For instance, assessment of student academic achievement is regarded as important by all those encountered; however, when the question was posed as to who was responsible for final approval--and possible disapproval--of assessment plans, the VPAA was identified as the operative. While that administrative structure and responsibility seems clear, there should be further thinking about who ought to assume that responsibility. Feedback from assessment measures needs to inform curricular and program budgetary processes.

Structured program assessment is in place at the graduate level. There are numerous surveys of both graduate students and faculty.

The students were supportive of the fact that admission requirements for graduate programs have increased from 2.5 G.P.A. to 2.75 in 1988, but still were very concerned about the low level of stipend support (\$5,250 to \$7,250). However, the institution has moved from 128 assistantships in 1988 to 309 in 1995.

The Graduate Student Council took real leadership in establishing an interdisciplinary graduate student forum where students present research papers. It is innovative and well attended.

Evidence of a current resource base that positions the university for the future exists in the area of Development and Fundraising. The Foundation has added increasing financial resources to the institution since its formation in 1981. Since its founding, it has received more than 46 million dollars for university programs. Annual giving, planned giving, and endowments have increased significantly. Appropriate audits are conducted to ensure integrity of the Foundation. While a set back occurred in reference to the construction of the Hall for the Performing Art which resulted in some unexpected debt for the Foundation, plans are in place to address it and new initiatives are planned. Recent large donations, as evidenced in the Wehr gift, portend positive development for the future. A significant concern was evidenced in both reports and interviews about the under staffing in the Development area. It is clear that additional staffing would result in increasing the rate of influx of external private dollars and prevent loss of overworked staff.

Some academic administrative offices need additional staff if they are to meet the needs of students. Additional staff are needed in at least two of the student services. The advising load goal in the Academic Advising Center is about 200-250; the current level is 385. Since the Learning Diagnostic Clinic is not open in the summer, students with learning disabilities are served only through the volunteer service of faculty.

Plans are in place and resources programmed to provide access to the computer network for the entire campus by March 1996. Future services are planned to include use of EDI (Electronic Data Interchange) for transmission of documents and conversion of records to an imaging system. The university is now completing a broad band fiber optic communication system that will improve electronic access.

Criterion Five - *The institution demonstrates integrity in its practices and relationships.*

The University has numerous documents which demonstrate its integrity. The Undergraduate and Graduate Catalogs accurately describe the programs as well as grievance procedures, fee structures, refund policies and others. There are Faculty, Student, and Staff Handbooks which describe rights and responsibilities.

The Office of Institutional Research has exercised leadership in the establishment and coordination of data-sharing consortia of higher education institutions in Missouri and in the Midwest.

The Center for Assessment and Instructional Support meets monthly with representatives of the other public universities and of the CBHE in the Missouri Assessment Consortium to discuss issues related to assessment.

The types of available student support services are difficult for the reader to identify in the student handbook. Because the entries are arranged in alphabetical order, they are dispersed throughout the document. Pages 78-91 do contain a listing of services by areas giving both topic and office references.

None of the Colleges other than the Graduate College have included a statement of mission in the Catalogs. Various audiences have a right to information about the mission of the Colleges, the process and the expected student outcomes of their programs.

The Learning Diagnostic Clinic is within the Psychology Department of the College of Education but is not identified as such in the College Catalog.

The University approaches partnerships with other institutions in a cooperative and responsible manner. For example, the graduate program expansion plan includes Ed.D. programs in the College of Education. College personnel noted that they are attempting to collaborate with other institutions in offering the degrees rather than competing with them.

Strengths and Concerns

Strengths

1. The university has a well-conceived, well-written long-range plan with a commensurate budget allocation plan and timeline for implementation. Accountability is achieved through annual reporting on 30 performance measures included in the long-range plan.
2. The institutional leadership has provided vision and direction that galvanized the university community to create a dynamic environment characterized by enthusiasm, open communication, and commitment.
3. The faculty are loyal and committed to the university and to its students. The students value the faculty for their commitment to teaching, academic and personal advising, as well as support outside of the classroom.
4. The staff are loyal and dedicated to the university.
5. The effective communication between and among faculty, administrators, staff, and boards is notable.
6. The university has a participatory process for facilities planning. There has been strong financial support for the planning, construction, and operation of new buildings.
7. The State Fruit Experiment Station at Mountain Grove is a unique center for research and extension in the midwest and has achieved national prominence.

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8. The Board of Governors is well informed and supportive of recent institutional initiatives.
9. The university has substantially expanded student support services that complement the academic mission of the institution.

Concerns

1. The university does not exhibit a sense of real commitment to diversity as evidenced by the absence of an articulated plan. The absence of women and minorities in administrative roles and minorities in faculty was cited as a concern in 1985 and remains a concern.
2. The lack of a required curricular component that promotes knowledge and understanding of multicultural environments is inconsistent with the university mission statement as contained in the 1995-96 Catalogs.
3. Lack of funds for staff and inadequate space restrict the library's ability to adequately meet the educational and research needs of faculty and students.
4. While funding is anticipated for the eleven new graduate programs which are in various stages of the planning process, staffing some of these programs may be very difficult.
5. While recent planning efforts in general education are encouraging, the same general education requirements are in place which were cited as a concern in 1985.
6. While the university is developing its plans to achieve gender equity in intercollegiate athletic programs, it nonetheless is not in compliance as defined by Title IX, a federal mandate.

Section III - Observations and Suggestions for Institutional Improvement

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1. The visiting team offers several suggestions regarding diversity:
 - a. The university is encouraged to take a leadership role in initiating activities with the city of Springfield and other major area employers to create a more welcoming climate for minorities.
 - b. The Office of Affirmative Action is currently within Human Resources, reporting to the Vice President for Administrative Services. For greater recognition of the importance of this function, and for maximum accountability, the university should consider having it report directly to the President.
 - c. The University should add a multicultural curricular component to the General Education to provide common knowledge and understandings for students.
 - d. Given that the University produces more teachers in Missouri than any other institution and that the classrooms of the future will be highly diverse, the College of Education should consider adding a component to the professional education curriculum that specifically addresses multicultural, gender fair, and disability sensitive needs in the classroom.
 - e. University programming should invite more minority cultural performing groups and speakers of note.
 - f. Faculty, staff, and administrative searches should be stopped and reopened when there is not evidence of representative applicant pools.
2. The visiting team offers several suggestions regarding assessment:
 - a. Departments could be encouraged in the use of multiple measures in order to provide a wider range of assessment results, and to be able to develop measures which relate more specifically to the goals and objectives of their programs.
 - b. The annual reports prepared by academic departments should be much more explicit in documenting the improvements made in curricula and instructional programs as a result of analysis of assessment results.
 - c. Assessment should be viewed as an integral part of the ongoing processes of program review, planning, and budgeting.
 - d. The processes for evaluation and improvement of the assessment program should be clarified.
3. The section for each academic program in the Undergraduate Catalog should begin with a statement of the mission and purpose that not only describes the program, but also relates the department to the university's broader mission thrusts. These need not be exhaustive, but some concept of the purpose of each program should be presented.
4. The purposes of faculty evaluation as indicated in the Faculty Handbook address only administrative purposes such as merit pay. Although some departments have established their own faculty evaluation system for improvement purposes, there is a need for University efforts to support such activities as peer observation, mentoring, student observation and feedback, and encouragement of co-publishing by new faculty. Such activity would address the responsibility of the University to assist faculty to be successful in their careers. This is particularly important for the new female faculty and faculty of color on whom the institution has expended resources to attract

to the university.

5. Student services should be included as a separate category in the student handbook rather than by alphabetical order.
6. Consideration should be made of moving two student support services out of the College of Education and into the University College where similar services are provided. The two services include 1) the function of the Learning Diagnostic Clinic that addresses services to learning disabled (leaving the testing function in the Psychology Department) and 2) Reading 107 which could be offered as a developmental reading course. Reading 107 is delivered by the Coordinator of the Reading and Study Skills Lab located within the Department of Curriculum and Instruction in the College of Education). Students sometimes need Reading 107 in addition to IDS 110.
7. The Learning Diagnostic Clinic support services should be provided in the summer sessions (the clinic is currently closed in summer but staffed by faculty volunteers).
8. Once there is assurance of funding for graduate programs, a careful staffing and recruiting plan should be developed to facilitate successful hiring in the various new programs and to further affirmative action goals in under-represented areas.
9. A plan should be developed for fund raising priorities in reference to the Themes in the Long Range Plan which would not allow the Foundation debt problem to diminish the extensive fund raising potential for the university.
10. The Development Office should add support staff. Addition of staff would ensure both debt pay-off and successful new fundraising projects, i.e., public affairs building, library additions, etc.
11. The University should address concerns, consistently expressed, relative to space needs in the student support service areas.
12. The student support service areas should develop and administer quality control instruments as well as a comprehensive survey in concert with the educational outcomes assessment initiatives.
13. The Athletic Department should achieve gender equity as outlined in its proposed

Section IV - Recommendation and Rationale

The team's recommendations for action, including its recommendation to continue the accreditation of Missouri State University, are shown on the attached Worksheet for the Statement of Affiliation Status. The team's reasons for its recommendations are:

1. Missouri State University meets the GIR's and the Criteria for Accreditation.
2. The University has clearly met all but two of the concerns of the previous accreditation team, and is addressing those concerns.
3. The strengths of Missouri State University outweigh the concerns.
4. The University has a clearly set mission. Staff, faculty, students, administrators, and board members embrace it.
5. The University has a notable strategic plan, and a budget plan and timetable for implementation of the strategic plan.
6. Communications among and between staff, faculty, administrators, and the Board of Governors are excellent.
7. The next comprehensive visit be scheduled for the year 2005—06.

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